

# **External Review Team Process**

## **Office of Federal and State Accountability Division of Accountability**



### **FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included**

**School:** Hardeeville Elementary

**District:** Jasper

**Principal:** Dr. Barbara Baxter

**Superintendent:** Dr. Delacy Sanford

# **FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation**

## **Rationale**

**Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.**

**The following information must be included in the rationale:**

- **Summary of demographic information from 2007 School Report Card**
  - **School Profile (students, teachers, school)**
  - **Population diversity (refer to Performance of Student Groups)**
  - **Free/reduced lunch (refer to Performance of Student Groups)**
- **Three years of data in chart format with brief explanation of data**
  - **Test Data (PACT/HSAP/EOC Exams)**
  - **Graduation rate (if applicable)**
  - **Additional data pertinent to your school**
- **Summary of process used to develop the FSRP and the persons involved**
- **Narrative of how selected goals will enable the school to meet expected progress**

Hardeeville Elementary is a Prek through 6<sup>th</sup> grade school that has moved into a brand new building in October 2007.

The following demographic information was obtained from the 2007 report card.

First graders who attended full day kindergarten – 79.5%

Retention rate for students – 5.7%

Attendance rate for students – 94.5%

Gifted and Talented population – 6.1%

Disabilities other than speech – 6.9%

Older than usual for grade 2.5%

Suspensions or expulsions for violent or criminal offenses .9%

Teachers – advanced degrees – 48.3%

Continuing contract teachers – 41.7%

Emergency or provisional certification – 16.7%

Returning teachers 71.4%

Teacher attendance 95%

Average salary \$38,831

Professional development days 7 days

Principal's years at school 0

Student teacher ratio 19. to 1

Prime instructional time 89.2%  
Opportunities in the arts – Good  
SACS accreditation Yes  
Parents attending conferences 100%  
Character development Good  
Dollars per pupil \$6,571.  
Percent for teacher salaries 49.6%  
Percent for instruction 69.3%

Hardeeville Elementary School is located in Jasper County, a rural county of 600 square miles.

The current school is reconfigured from the former West Hardeeville School. It currently serves 750 students from Pre K to 6<sup>th</sup> grade. 49.67% of our students are African American, 36.6% are Hispanic, and 11.78% are white. We have an 84% poverty rate and 32% of our students are limited English speaking.

Updated for the 08-09 school year -

6<sup>th</sup> grade has been transferred to the middle/high school. Now Hardeeville Elementary serves grades Pre k through 5. As of September 5, 2008, we have 717 students enrolled in 32 regular education classrooms. Our current demographics show 13.7% white, 45.6% African American, and 36.5% Hispanic and 4.2% Other. There is a small population of students in 3 self contained special education classrooms. We have certified art, music, media specialist, and physical education teachers. We also have a guidance counselor, 2 ESOL teachers and a reading room teacher. All of our teachers are certified and highly qualified. This year we have 7 new teachers including a new art teacher comprising a turnover of 16% of our staff.

Our MAP scores at the spring administration showed some significant gains but our PACT scores did not show nearly as much. There are several variables that could account for the scores. Our third grade had classes smaller than 20 except for the young scholars class. Our fourth and fifth grade classes were much larger numbering close to 30 students in the classes. The district had a retention policy requiring students who did not reach grade level standards in reading or had failed a course to be retained. The third grade was the first year that this policy had reached that grade level from the earlier grades. We need to see the result in the next third grade to begin to see if that policy improved student achievement. The students previously retained will then be in the third grade. We also noted that students required to attend summer school were almost all previous retained students. In examining the PACT scores of retained students, we noted that students often did more poorly on the PACT during the retained year. The following changes have been made to support student achievement:

- 1) Grades 4 and 5 have smaller classes particularly for boys since we now have single gender classes in those grades.
- 2) We will carefully monitor any retained students to provide assistance and support. They will be monitored through the Student Intervention Team and will be a focus at the data team meetings.

## PACT SCORES FOR GRADES 3-5 2006-2008

## PACT SCORES GRADE 5

YEAR	SUBJECT					MATH					SCI					SS				
	ELA	BB	B	P	A		BB	B	P	A		BB	B	P	A		BB	B	P	A
2006		44.7	48.7	6.6			60.2	34.1	4.5	1.1		66	29.8	1.1	3.2		71.3	26.6	2.1	
2007		51.6	33.9	14.5			60.6	36.4	3	0		82.4	14.7	2.9	0		61.8	29.4	5.9	2.9
2008		52.2	34.3	10.4	3		60.3	26	9.6	4.1		83.3	11.1	2.8	2.8		50	25	11.1	13.9

## GRADE 4

YEAR	SUBJECT					MATH					SCI					SS				
	ELA	BB	B	P	A		BB	B	P	A		BB	B	P	A		BB	B	P	A
2006		43.3	30	25	1.7		42.7	53.3	4			72	20	6.7	1.3		61.3	25.3	10.7	2.7
2007		38.7	38.7	19.4	3.2		51.5	32.4	10.3	5.9		71.6	20.9	7.5	0		47.8	37.3	9	6
2008		48.7	43.4	7.9	0		50	36.6	9.8	3.7		73.2	22	2.4	2.4		47.5	39	11	2.4

## GRADE 3

YEAR	SUBJECT					MATH					SCI					SS				
	ELA	BB	B	P	A		BB	B	P	A		BB	B	P	A		BB	B	P	A
2006		40.3	37.1	19.4	3.2		60.6	28.2	11.3			72.5	23.2	4.3			56.5	33.3	8.7	1.4
2007		34.2	42.5	21.9	1.4		56	33.3	10.7	0		51.3	35.9	5.1	7.7		36.1	44.4	13.9	5.6
2008		16.7	52.5	26.9	3.8		40.5	44	14.3	1.2		47.8	33.3	14.3	4.8		51.2	36.6	7.3	4.9

Our goals for the 07-08 year were to increase the percentages of students reaching proficiency. We did succeed in some areas including all subjects in third grade except social studies and fifth grade math, science, and social studies. We also decreased the percentages of students below basic in third grade ELA, math and social studies. There were slight decreases in 4<sup>th</sup> grade math and 5<sup>th</sup> grade social studies. While we had some success in 6<sup>th</sup> grade the sixth grade scores will appear on the middle school report card. We attribute the lack of success to the large classes in the 4<sup>th</sup> and 5<sup>th</sup> grades. While 3<sup>rd</sup> grade had less than 20 students in each class except the young scholars class, the 4<sup>th</sup> and 5<sup>th</sup> grade classes had populations in the high twenties. In 08-09, our 4<sup>th</sup> and 5<sup>th</sup> grade classes are single gender with the boys classes having less than 20 students. We also have two new teachers at each grade level.

## PERCENTAGE OF STUDENTS SCORING AT THE CUT SCORES FOR PACT PROFICIENCY ON THE MAP ASSESSMENT

<b>SUBJECT</b>	<b>SPRING 07</b>	<b>WINTER 08</b>	<b>GOAL</b>	<b>GAIN</b>	<b>SHORTFALL</b>
<b>READING</b>	<b>20%</b>	<b>34%</b>	<b>38%</b>	<b>14%</b>	<b>4%</b>
<b>MATH</b>	<b>10%</b>	<b>27%</b>	<b>30%</b>	<b>17%</b>	<b>3%</b>

The table above is evidence of increased student achievement as measured by the MAP. The Measurement of Academic Progress is a computerized assessment correlated with the PACT. It provides predictions for PACT scores. We used the MAP cut scores for proficient scores on the PACT since AYP is based on proficiency levels of the PACT. These scores should predict an increase in student achievement. However, the MAP and the PACT are administered differently. The MAP is a computerized assessment that provides students with immediate feedback on their performance. The PACT is a paper and pencil assessment which the students do not receive data about until the next fall. These circumstances may explain the lower performance seen on the PACT at Hardeeville Elementary.

PACT scores and spring 07 MAP scores were shared with the faculty in the fall 07. Graphs depicting the strand performance on MAP assisted faculty in developing strategies for improving instruction in reading and mathematics.

In the winter of 08, benchmark assessments for the Anderson 5 curriculum and the MAP assessment were used to provide data. Analyses of the benchmark tests were distributed to the teachers so that they could begin to remediate the necessary areas. In the beginning of March 08, class, grade level and school data on the MAP assessment were shared with teachers at grade level meetings and a school wide faculty meeting. Teachers worked in grade level groups to list successful strategies and programs. Then they listed other programs and resources they think would be helpful. Grade levels worked together to list possible goals for the next year. Leadership team met to collaborate on goals and strategies. The principal and assistant principal met with district leadership to confirm the plan.

PACT 08 scores show 30.7% proficient and advanced in ELA in the current grade 4 and 7.9% proficient and advanced in the current grade 5 indicating a strong need for reading improvement. Reading is clearly a major foundation for all other subjects; therefore, the greatest emphasis will be on the reading skills that students need to improve reading achievement, support math word problems and content area knowledge. PACT 08 math scores show 15.5% proficient and advanced in the current grade 4 and 7.9% in the current grade 5 indicating a need to improve math scores. Math skills and concepts are the second goal since automatic recall of computational skills will allow for advanced problem solving. We are also moving towards a math, science, engineering focus for our whole campus and we will be working on inquiry methods and problem solving strategies. PACT 08 scores in writing show 39% below basic for current grades 4 and 5 combined indicating a need to improve in writing. We are instituting a writing goal to increase students' scores on the state writing rubric in order to support an improvement in writing achievement.

The Goals formulated for the 08-09 year are in reading, math, and writing. Reading is the foundation for the other subjects. We are optimistic about making a significant difference for our students. The table below shows the data for the winter 2008 administration of MAP for grades 3 and 4 in reading and math.

<b>SUBJECT</b>	<b>GRADE</b>	<b>%PROFICIENT</b>
<b>READING</b>	<b>3</b>	<b>57%</b>
	<b>4</b>	<b>32%</b>
<b>MATHEMATICS</b>	<b>3</b>	<b>19%</b>
	<b>4</b>	<b>36%</b>

We are predicting the increases below based on the above winter 2008 administration of the MAP. We are setting our reading goal to be 50% of the students in grades 4 and 5 combined to score at the predicted proficient level for PACT on the MAP. We are setting our math goal to be 45% of the students in grades 4 and 5 combined to scores at the predicted proficient level for PACT on the MAP.

<b>SUBJECT</b>	<b>GRADE</b>	<b># STUDENT PROF.</b>	<b>% PROF</b>	<b># TARGET STUDENTS</b>	<b>GOAL % PROF</b>
<b>READING</b>	<b>3 &amp;4</b>	<b>71</b>	<b>44%</b>	<b>25</b>	<b>50%</b>
<b>MATH</b>	<b>3 &amp;4</b>	<b>57</b>	<b>35.6%</b>	<b>16</b>	<b>45%</b>

Our third goal will address writing. Increasing proficiency in writing will also support better achievement in reading, science, and social studies. The table below shows the writing scores for the PACT 08 scores for the current 4<sup>th</sup> and 5<sup>th</sup> grades.

<b>GRADE</b>	<b>BB</b>	<b>B</b>	<b>PROF</b>	<b>ADV</b>
<b>4</b>	<b>27%</b>	<b>36%</b>	<b>27%</b>	<b>10%</b>
<b>5</b>	<b>54%</b>	<b>33%</b>	<b>13%</b>	<b>0</b>

**Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:**

- **All information that is pertinent to the implementation of the FSRP**
- **Testing (MAP, Benchmark, etc.)**
- **Disaggregation and ongoing utilization of data to guide instruction**
- **Professional development that needs to be scheduled**
- **Implementation/monitoring of specific strategies**

**TIMELINE JULY 08-MARCH 09**

**SCHOOL TIMELINE**

**AUGUST**

ESTABLISHMENT OF SCHOOL LEADERSHIP TEAM  
PRESENTATION OF TEST DATA TO FACULTY  
GRADE LEVEL TEAMS FORMED AND SCHEDULE OF MEETINGS ESTABLISHED  
SUBJECT AREA TEAMS FORMED  
NEW TEACHERS GROUP MEETS  
ADEPT FOR RETURNING TEACHERS RECEIVES BOOKLET  
SIC/PTA

**SEPTEMBER**

ADEPT TEAMS FORMED AND BEGIN OBSERVATIONS AND INTERVIEWS  
INDUCTION MENTORS ASSIGNED, INDUCTEES BEGIN COURSE  
SUBJECT AREA TEAMS MEET FOR WORKSHOPS  
    WORKSHOP INFORMATION SHARED WITH GRADE LEVELS  
MAP ADMINISTRATION  
    DATA SHARED AT GRADE LEVELS  
    INDIVIDUAL TEACHER GOALS FORMED  
AFTER SCHOOL PROGRAM BEGINS FOR COMPREHENSIVE REMEDIATION STUDENTS  
SEPTEMBER 18 – PARENT CONFERENCES  
SEPTEMBER 25 – SIC/PTA – PARENT WORKSHOP  
    TEACHERS PRESENT CURRICULUM TO PARENTS AT GRADE LEVEL MEETINGS  
SMART ROOM BEGINS  
SUBJECT AREA FACULTY MEETING ON WRITING, SOCIAL STUDIES STANDARDS, MATH  
ACTIVITIES, AND SCIENCE ORIENTATION.  
GRADE LEVEL FACULTY MEETING ON LONG RANGE PLANS, CONFERENCES, CURRICULUM

PRESENTATIONS

FACULTY MEETING ON PURPOSE, VISION, AND GOALS; THIS YEAR'S THEME

OCTOBER

ADEPT TEAMS CONTINUE

GRADE LEVEL TEAMS MEET ON DATA BIWEEKLY

CONTINUING DATA TEAM MEETINGS AND DEVELOPING FOCUSED STRATEGIES

GRADE LEVEL TEAMS MEET ON CURRICULUM WEEKLY

1<sup>ST</sup> 9 WEEKS BENCHMARKS TESTED

DATA SHARED AT GRADE LEVELS

FIRST REPORT CARDS GO TO PARENTS

OCTOBER 23 – SIC/PTA – PARENT WORKSHOP ON LITERACY

SUBJECT AREA MEETINGS ON USING THE BENCHMARKS AND MAP DATA

GRADE LEVEL MEETINGS ON:

REVISING THE CURRICULUM

ASSEMBLIES

CONFERENCING WITH INDIVIDUAL TEACHERS ON PROGRESS

DISTRICTWIDE STAFF DEVELOPMENT

NOVEMBER

FULL FACULTY PRESENTATION ON BENCHMARK RESULTS

GRADE LEVEL TEAMS MEET BIWEEKLY ON DATA

GRADE LEVEL TEAMS MEET WEEKLY ON CURRICULUM

NOVEMBER 18 – PROFESSIONAL DEVELOPMENT FACULTY MEETING

JANE SCHULER FROM STATE DEPT TO PRESENT PBIS

NOVEMBER 20 –SIC/PTA MEETING – STUDENT PRESENTATIONS OF LEARNING

ADEPT CONSENSUS MEETINGS BEGIN

DECEMBER

GRADE LEVEL TEAMS MEET BIWEEKLY ON DATA

GRADE LEVEL TEAMS MEET WEEKLY ON CURRICULUM

FULL FACULTY MEETING TO BEGIN PBIS PROCESS

SUBJECT AREA MEETINGS TO DISCUSS NEEDS

GRADE LEVEL MEETINGS TO REVISE CURRICULUM

ADEPT MEETINGS WITH TEACHERS

DECEMBER CONCERT



## JANUARY

MIDYEAR TEACHER GOAL REVIEWS  
WINTER MAP ASSESSMENTS  
2<sup>ND</sup> 9 WEEK BENCHMARKS  
SIC/PTA  
AWARDS ASSEMBLY

## FEBRUARY

GRADE LEVEL DATA TEAMS MEETING BIWEEKLY  
REVIEW BENCHMARK (Anderson 5) RESULTS AND PLAN FOR REMEDIATION  
SCIENCE FAIR  
SIC/PTA

## MARCH

MONITOR AND ADJUST FOR REMEDIATION AND PROGRESS  
DATA TEAMS MEETING BIWEEKLY TO MONITOR PROGRESS  
AND ADJUST INSTRUCTION  
NEW WRITING ASSESSMENT  
Spring administration of MAP  
SIC/PTA

## APRIL

ANALYZE AND SET NEW GOALS FOR PASS  
BEGIN PASS REVIEW  
DATA TEAMS MEETING BIWEEKLY TO DISCUSS END TERM  
STRATEGIES  
SPRING CONCERT

## MAY

PASS  
TEACHER GOALS REVIEWED FOR EVALUATION  
DATA TEAMS MEET BIWEEKLY – REFLECT ON PROGRESS AND  
SUGGESTIONS FOR NEXT YEAR.  
END OF YEAR AWARDS ASSEMBLY  
MOVING UP EXERCISE FOR GRADE 5

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 1:**

By April 1<sup>st</sup>, 2009, 50% of the students in grades 4 and 5 will score at the proficient level in reading as measured by the MAP in Spring 2009 based on the MAP/PACT correlation.

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
<b>Implement balanced literacy</b> <b>Guided reading</b> <b>Word study including vocabulary</b> <b>Word Walls</b> <b>Comprehension skills</b> <b>Shared reading</b> <b>Writing activities</b> <b>Listening and speaking</b>	<b>Principal/Barb ara Baxter</b> <b>Classroom teachers</b> <b>Deputy Superintendent</b>	<b>August 08</b>	<b>Running records to be submitted quarterly to ensure reading progress and remediation as needed (I. Scott)</b> <b>Weekly classroom observations and reviews to ensure implementation of balanced literacy (B. Baxter)</b> <b>Weekly online documentation and review of lesson plans to demonstrate balanced literacy (B. Baxter)</b> <b>Follow Up: feedback and assignments of workshops and remediation where balanced literacy and progress is not apparent (B. Baxter)</b>
<b>Implement Anderson 5 curriculum to ensure standards based instruction.</b>	<b>District Curriculum Coordinator/M arva Tigner</b> <b>Math intervention teacher/Vicky Abbott</b> <b>Principal/Barb ara Baxter</b> <b>Classroom teachers</b>	<b>August 08</b>	<b>Meeting agendas and minutes of grade level and curriculum meetings (V. Abbott)</b> <b>Weekly classroom observations to ensure standards based instruction (B. Baxter)</b> <b>Weekly online documentation and review of lesson plans to indicate standards based instruction (B. Baxter)</b> <b>Follow Up: feedback and documentation of meeting with teachers when needed (B. Baxter)</b>
<b>Enriched literacy environment at school and</b>	<b>Media</b>	<b>August</b>	<b>Monthly records of student 100 book challenge and</b>

<b>home</b> <b>Increased independent reading of non-fiction titles</b>	<b>Specialist/ Karin Kadar Principal/ Barbara Baxter Classroom Teachers</b>	<b>08</b>	<b>Accelerated Reader participation (Media Specialist/Karin Kadar) Bi-weekly online documentation and review of lesson plans for reading in the content areas with feedback to teachers(B. Baxter)</b>
<b>Integration of Literacy in special area subjects including art, music, PE, etc.</b> <b>Training provided for special area teachers to support literacy</b>	<b>Special area teachers/Heidi Roche, Todd Roberson, Tiffany West, Karen Scudder</b>	<b>Sept 08</b>	<b>Weekly online documentation and review of lesson plans (T. Grant) Minutes of workshops and meetings (V. Abbott)</b>
<b>After school program for comprehensive remediation of students based on needs.</b>	<b>After school administrator/ Ingrid Scott After school teachers Principal/ Barbara Baxter</b>	<b>Sept 08</b>	<b>Roster of students List of skills to be covered in each content area at the beginning of the program  Record of student progress in targeted group including pre and post testing and unit tests. (I Scott)</b>
<b>Utilization of literacy software to reinforce reading skills</b> <b>OPEN BOOK</b> <b>MY READING COACH</b> <b>READING PLUS</b>	<b>Technology coordinator/ Antroy Abram Lab assistant/ Cheryl Chisolm</b>	<b>Sept 08</b>	<b>Log of student use (Cheryl Chisolm)</b>
<b>Young Scholars Program</b> <b>Differentiated curriculum to increase gifted and talented population and achievement</b> <b>Accelerated Expectations for teachers and students</b>	<b>GT Coordinator Marva Tigner</b>	<b>Aug 08</b>	<b>Weekly documentation through observations and lesson plans (M. Tigner)</b>
<b>Single Sex classes in grades 4 and 5</b> <b>Improved attention to instruction</b>	<b>Principal/ Barbara Baxter Classroom teachers</b>	<b>Aug 08</b>	<b>Single sex guidelines provided by the SDE (David Chadwell) Weekly online documentation and review of Lesson plans submitted and feedback provided to teachers (B. Baxter) Monthly review of disciplinary reports (T. Grant)</b>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 2:**

By April 1<sup>st</sup>, 2009, 45% of the students in grades 4- 5 will score at the proficient level in math as measured by MAP in Spring 2009 based on the MAP/PACT correlation.

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
<b>Establish data teams</b> <b>Bimonthly meetings to address strategies to target student needs</b> <b>MAP</b> <b>PACT</b> <b>Unit tests</b> <b>A5 Benchmarks</b>	<b>Principal/ Barbara Baxter</b> <b>Teachers</b> <b>Intervention teacher/Vicky Abbott</b>	<b>Sept. 08</b>	<b>Agendas and minutes from bi weekly meetings to show the use of data and the implementation of strategies to address weaknesses.</b> <b>(V. Abbott)</b> <b>Data Room to show student scores and progress.</b> <b>(B. Baxter)</b>
<b>Hands on Opportunities</b> <b>AIMS</b> <b>PACT tools</b> <b>Measurement activities</b> <b>STC kits</b>	<b>Intervention teacher/ Vicky Abbott</b> <b>Classroom teachers</b>	<b>Aug 08</b>	<b>Weekly online documentation and review of lesson plans to insure implementation and feedback provided to teachers. (B. Baxter)</b> <b>Weekly classroom observations to insure implementation (B. Baxter)</b> <b>Follow up: Teacher and student remediation where necessary (V. Abbott)</b>
<b>Utilization of supportive software</b> <b>Practice Lab to reinforce math skills</b> <b>Larson math</b> <b>Websites</b> <b>Webquests</b>	<b>Lab assistant/ Cheryl Chisolm</b> <b>Technology Department</b> <b>Classroom teachers</b>	<b>Aug 08</b>	<b>Logs of activities in the labs and classrooms ( C. Chisolm)</b>
<b>Professional development for mathematics instruction (Best practices) Workshops for teacher support</b> <b>AIMS</b> <b>PACT tools</b> <b>Measurement activities</b>	<b>Curriculum coordinator/ Marva Tigner</b> <b>Intervention teacher/ Vicky Abbott</b>	<b>Sept. 08</b>	<b>Agenda and minutes of professional development</b> <b>Schedule of targeted student groups</b> <b>Record of scores in targeted group</b> <b>Weekly online documentation and review of lesson plans to ensure integration of best practices in math instruction and feedback provided to teachers. (V.</b>

<b>Grade level collaboration</b>	<b>Principal/ Barbara Baxter</b>		<b>Abbott)</b>
<b>Integration of math across the curriculum</b>	<b>Intervention teacher/ Vicky Abbott Principal/ Barbara Baxter Special area teachers/ Karen Scudder, Heidi Roche, Todd Roberson, Tiffany West</b>	<b>Sept. 08</b>	<b>Weekly online documentation and review of lesson plans insure implementation of math in content areas and feedback provided to teachers. (B. Baxter) Weekly classroom Observations to insure implementation where appropriate.(B. Baxter) Follow up: Schedule of meetings with teachers when implementation improvement is needed. (B. Baxter)</b>
<b>Remediation and Reteaching Differentiated Instruction After school program for targeted students Remediation for target groups in grades 4-5</b>	<b>After school administrator/ Ingrid Scott After school teachers Principal/Barb ara Baxter</b>	<b>Sept 08</b>	<b>Roster of students for after school (I. Scott) Documentation of class activities (I. Scott) Weekly online documentation and review of lesson plans to insure implementation and feedback provided to teachers. (B. Baxter) Weekly classroom observations to insure implementation (B. Baxter) Record of student progress in after school program (I Scott) Record of scores in target groups-pre, post, and unit tests (V. Abbott)</b>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 3: By April 1<sup>st</sup>, 2009, 50% of the students in grades 4 and 5 will increase one level in writing on the 4.0 extended response state scoring rubric on writing prompts administered from September 2008 to March 2009.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
<b>Writing activities which include--</b> Journal writing Letters Research Reports	<b>Principal</b> Barbara Baxter	<b>Sept 08</b>	<b>Online documentation of weekly lesson plans to insure implementation (B. Baxter)</b> <b>Classroom observations to insure implementation (B. Baxter)</b>
<b>Workshops to improve writing instruction</b> 6 + 1 Writing Traits Bloom's taxonomy State standards on grammar,	<b>Elementary Education Coordinator</b> Marva Tigner	<b>Sept 08</b>	<b>Workshop agendas and minutes (M. Tigner)</b> <b>Weekly online documentation and review of lesson plans to insure implementation (B. Baxter)</b>
<b>Scheduled grade level prompts with collaborative scoring</b> Sept/October, Dec./Jan, March Grade level use of state rubric	<b>Principal</b> Barbara Baxter	<b>Sept/Oct 08</b>	<b>Recording sheet of student scores (I. Scott)</b> <b>Grade Level Minutes to show analysis of quarterly writing prompts (V. Abbott)</b>
<b>Selected 4<sup>th</sup> and 5<sup>th</sup> grade students will work on a writing project with Sea Pines writing club to create pieces to be published by the club.</b>	<b>Principal</b> Barbara Baxter	<b>Nov 08</b>	<b>Log of meeting dates (B. Baxter)</b> <b>Collection of pieces to be published. (B. Baxter)</b>
<b>4th and 5<sup>th</sup> grade participation in several writing competitions:</b>	<b>Guidance</b> Janie Pitts <b>Principal</b> Barbara Baxter	<b>Oct 08</b>	<b>Samples of submitted writing pieces to: Red Ribbon poems and essays, governor's writing competition, essays for student council candidates. (B. Baxter)</b>

<b>Writing in the special area subjects including music, art, and physical education.</b>	<b>Curriculum Director Marva Tigner</b>	<b>Nov. 08</b>	<b>Quarterly submissions of student writing. (M. Tigner)</b>
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**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**

**Principal's Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused Principal's Instructional Leadership Goal 1: As principal, I will provide instructional leadership that will ensure that by April 1<sup>st</sup>, 2009, 50% of the students in grades 4 and 5 will score at the proficient level in reading as measured by the MAP in Spring 2009 based on the MAP/PACT correlation.**  
**(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)**

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
<b>Continued implementation of Data Teams</b> Provide leadership for understanding data and utilization Facilitate teachers leading data teams Presentation of data room and utilization	<b>Principal/Barbara Baxter</b> <b>Team leaders/Hedy Frazier, Claudette Scott, Danielle Rock, Melissa Hoffmeier, Janice Bryant, Althea Wigfall)</b>	<b>Sept/Oct 08</b>	<b>Meeting logs of biweekly grade level teams (V. Abbott)</b> <b>Individual teacher goal sheets (B. Baxter)</b> <b>Documentation of data room (V. Abbott)</b> <b>Weekly classroom observations to ensure data driven instruction (B. Baxter)</b> <b>Weekly online documentation and review of lesson plans to indicate data driven instruction (B. Baxter)</b>
<b>Collaborative grade level and subject area meetings</b> Providing leadership to build both grade level teams and subject area teams to build professional learning and community	<b>Principal/Barbara Baxter</b> <b>Assistant Principal/Terry Grant</b>	<b>Aug 08</b>	<b>Agendas and Minutes (V. Abbott)</b>
<b>Presentations of whole school data</b>	<b>Principal/Barbara Baxter</b> <b>Asst. Principal/Terry Grant</b>	<b>Aug 08</b>	<b>Log of PowerPoint and other presentations on PACT, MAP, Benchmarks, and other data. (B. Baxter)</b>



## FOCUSED SCHOOL RENEWAL PLAN

### 2008–09 School Year of Implementation

#### Principal's Instructional Leadership Focused Goal to Increase Student Achievement

**Focused Principal's Instructional Leadership Goal 2: As principal, I will provide instructional leadership that will ensure that** by April 1<sup>st</sup>, 2009, 45% of the students in grades 4 and 5 will score at the proficient level in math as measured by the MAP in Spring 2009 based on the MAP/PACT correlation.  
*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible (Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
<b>Continued implementation of Data Teams Planning for teacher led teams Creation of school data room</b>	<b>Principal/Barbara Baxter Team leaders/ Hedy Frazier, Claudette Scott, Danielle Rock, Melissa Hoffmeier, Janice Bryant, Althea Wigfall)</b>	<b>Sept/Oct 08</b>	<b>Minutes of biweekly grade level team meetings (V. Abbott) Individual teacher goal sheets reflecting smart goals and reviewed September/October, December/January, and March/April (B. Baxter) Documentation of data room (V. Abbott) Weekly classroom observations to ensure data driven instruction (B. Baxter) Weekly online documentation and review of lesson plans to indicate data driven instruction (B. Baxter)</b>
<b>Collaborative grade level and subject area meetings</b>	<b>Principal/Barbara Baxter Assistant Principal/Terry Grant</b>	<b>Aug 08</b>	<b>Agendas and Minutes (V. Abbott)</b>
<b>Presentations of whole school data</b>	<b>Principal/Barbara Baxter Asst Principal/Terry Grant</b>	<b>Aug 08</b>	<b>Log of PowerPoint and other presentations on PACT, MAP, Benchmarks, and other data. (B. Baxter)</b>

## FOCUSED SCHOOL RENEWAL PLAN

### 2008–09 School Year of Implementation

#### District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

##### Focused District Administrators' Instructional Leadership Goal 1:

By April 1 2009, the district will provide support to ensure that 50% of the students in grades 4 and 5 will score at the proficient level in reading as measured by MAP in Spring 2009 based on the **MAP/PACT** correlation.

Strategy  List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation  <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
District level administrators will conduct classroom visits to ensure that the adopted curriculum (A5 Curriculum) is being implemented.	District Level Administrators,	September 2008	This indicator will direct administrators with reference to their weekly responsibilities. <b>Evidence:</b> <b>5 classroom visits will be conducted each week. Written feedback will be provided after each observation. Observation log and JCSD Observation form copies will be maintained (Dr. Al Arbee-Deputy Superintendent will collect this data.)</b>
The district will provide ongoing professional development for building level administrators/teachers in the following areas: <ul style="list-style-type: none"> <li>Implementation of the adopted curriculum, and the specific instructional strategies that they should observe in K-5 classrooms</li> <li>Utilization of data to improve instruction MAP RIT Bands</li> </ul>	Ms. Tigner - Professional Development Coordinator/ Janis Woods-Early Childhood Coordinator/ Joyce Gerald-DTC	September 2008	This indicator will provide building level administrators with the back ground knowledge of the adopted curriculum, (A5 Curriculum) that they will be observing in the classrooms. It will apprise them of the appropriate SC Standards based instructional strategies that they should be observing in the classrooms. <b>Evidence:</b> Sign in sheets, and reflections from professional development, completed professional development logs with reflections. Lesson Plans indicating implementation of the strategies <b>(Deputy Superintendent will collect this data.)</b>
District level administrators will conduct monthly Data audits to ensure that teachers are using data to power classroom instruction. The results of the audits will be sent to the building level administrators with comments on successful	Dr. Al Arbee-Deputy Superintendent, / Ms. Tigner - Professional Development Coordinator/	October 2008	This indicator will provide structure for the building of data teams at each school. It will also foster or empower the "Driving" of instructional practices with data. <b>Evidence:</b>

implementation or suggestions for improvement in implementation of this initiative.	Janis Woods-Early Childhood Coordinator/ Joyce Gerald-DTC		<ul style="list-style-type: none"> <li>Monthly data audit of individual teachers to include: data folders, and Lesson Plans indicating the use of data in the differentiation of classroom instruction (<b>Deputy Superintendent and DTC will collect this evidence</b>)</li> </ul>
<p>The district will provide professional development in The Balanced Literacy Process</p> <ul style="list-style-type: none"> <li>Reading Components in a Balanced Literacy Classroom           <ul style="list-style-type: none"> <li>Reading Aloud</li> <li>Shared Reading</li> <li>Small Group Instruction (Guided Reading)</li> <li>Independent Reading</li> </ul> </li> </ul>	Ms. Tigner - Professional Development Coordinator/ Janis Woods-Early Childhood Coordinator/	September 2008	<p>The A 5 Curriculum is Balanced Literacy based.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Survey results of training in the Reading Components in a Balanced Literacy Classroom</li> <li>Teacher lesson plans monitored weekly will indicate that the components are being implemented.</li> <li>JCSO Observation Log of classroom instruction will provide evidence that the strategies are being implemented.</li> <li>Additional or personalized professional development will be provided for individuals who are still struggling with this strategy</li> <li><b>The Deputy Superintendent will collect this evidence)</b></li> </ul>

## FOCUSED SCHOOL RENEWAL PLAN

### 2008–09 School Year of Implementation

#### District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

##### Focused District Administrators' Instructional Leadership Goal 2:

By April 1 2009, the district will provide support to ensure that 50% of the students in grades 4 and 5 will score at the proficient level in math as measured by MAP in Spring 2009 based on the **MAP/PACT** correlation.

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible (Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
District level administrators will conduct classroom visits to ensure that the adopted curriculum (A5 Curriculum) is being implemented.	District Level Administrators,	September 2008	This indicator will direct administrators with reference to their weekly responsibilities. <b>Evidence:</b> <ul style="list-style-type: none"> <li>• <b>5 classroom visits will be conducted each week. Written feedback will be provided after each observation.</b></li> <li>• <b>Observation log and JCSD Observation form copies will be maintained</b></li> <li>▪ <b>(Dr. Al Arbee-Deputy Superintendent will collect this data.)</b></li> </ul>
The district will provide ongoing professional development for building level administrators/teachers in the following areas: <ul style="list-style-type: none"> <li>▪ How to differentiate classroom instruction utilizing MAP RIT Bands</li> <li>▪ Implementation of the adopted curriculum, and the specific math instructional strategies that they should observe in K-5 classrooms</li> <li>▪ Utilization of data to improve instruction <ul style="list-style-type: none"> <li>○ MAP RIT Bands <ul style="list-style-type: none"> <li>▪ Using Descartes to improve mathematics achievement</li> <li>▪ AIMS Professional Development in Math Instruction (For specific teachers who will redeliver</li> </ul> </li> </ul> </li> </ul>	Ms. Tigner - Professional Development Coordinator/ Janis Woods-Early Childhood Coordinator/ Joyce Gerald-DTC	July 2008	It will apprise them of the appropriate SC Standards based math instructional strategies that they should be observing in the classrooms. <b>Evidence:</b> Reflections from professional development survey-online survey, Lesson plans indicating the use of: <ul style="list-style-type: none"> <li>▪ The daily math pacing guide of indicators</li> <li>▪ Differentiation in Math Classes using RIT Band Groups</li> <li>▪ Use of AIMS strategies and instructional resources</li> </ul> <b>(Dr. Arbee-Deputy Superintendent will collect this data.)</b>

<p>to their grade level cohorts)</p> <ul style="list-style-type: none"> <li>▪ Use of the mathematics daily pacing guide to power classroom instruction</li> </ul>			
<p>District level administrators will conduct Data audits to ensure that teachers are using data to power mathematics classroom instruction. The results of the audits will be sent to the building level administrators with comments on successful implementation or suggestions for improvement in implementation of this initiative.</p>	<p>Dr. Al Arbee-Deputy Superintendent, / Ms. Tigner - Professional Development Coordinator/ Janis Woods-Early Childhood Coordinator/ Joyce Gerald-DTC</p>	<p>07/1/08 -</p>	<p>This indicator will provide structure for the building of data teams at each school. It will also foster or empower the “Driving” of instructional practices with data.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Monthly data audit of individual teachers to include: data folders, and Lesson Plans indicating the use of data in the differentiation of classroom instruction (Dr. Arbee-<b>Deputy Superintendent and DTC will collect this evidence</b>)</li> </ul>

**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation**

**Title and Description of Each Program and Initiative  
Included in the FSRP**

Give the title and a brief description of each program or initiative that is included in the FSRP.

*Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)*

Balanced literacy is a language initiative that includes reading, writing, listening, and speaking. Word study includes making words and word walls. Guided reading is part of balanced literacy and involves teaching comprehension in small groups through the use of literature. Running records show fluency and comprehension levels and are used to inform instruction.

Anderson 5 curriculum is provided by the Anderson 5 district. Training will be provided at district staff development during the beginning of the school year. Grade level teams will meet twice monthly to plan units and lessons collaboratively.

An enriched literacy environment in school includes using the accelerated reader program, volunteers to read to children, nonfiction literature, and materials such as Reading A to Z available online. In order to support student literacy, providing book cassette tapes for students to use at home and magazine subscriptions for children to receive at home will help to increase familiarity with reading material.

Parent workshops will support the parental knowledge about student studies and their children's learning. Integration of literacy across the subject areas will provide students with interdisciplinary connections. Coaches will provide demonstration lessons and support for creating a new perspective on the specialist's areas.

Open book, My reading coach, and Reading Plus are software that allow students to practice reading skills on a computer.

The Young Scholar's Program provides differentiated instruction for the more capable students.

Single Sex classes is a new initiative begun in Jasper County in 07-08 and will be extended in 08-09 to grades 4 and 5. Research into the way in which boys and girls learn, shows that providing instruction in the ways that each gender learns is more effective.

**After school program** will depend on the Title I requirements. It is meant to help students who are struggling to increase their reading and math skills.

**Data teams** are grade level teams that meet bimonthly to gather, analyze, and utilize assessment and other data to inform instruction.

Data used includes: Measure of Academic Progress (MAP)  
Directed Reading Assessment (DRA)  
Teacher made unit tests  
Benchmark Tests (A5)  
Teacher observations

**Hands on Opportunities** include use of manipulatives and real life problems. Activities Integrating Math and Science (AIMS) materials and activities will be utilized especially with a measurement unit (one of our weak areas). We also make available the PACT type tools that students will use to work on the test questions. In both science and math we will employ kit materials such as STC and perhaps Out of the Box math.

Tools for reinforcing math computations and concepts are software programs such as Larson math and dQuartermile math. One of our computer labs focuses on higher learning skills through a variety of methods including webquests and other web sites.

Math is easy to integrate into science lessons, as well as music and art. This provides the students with connections that will help with long term memory and with showing the utility of math.

**Remediation and Reteaching** for students in need is important throughout the school day. By differentiating the instruction and providing some individualized instruction, students can receive the support that they need to reach mastery.